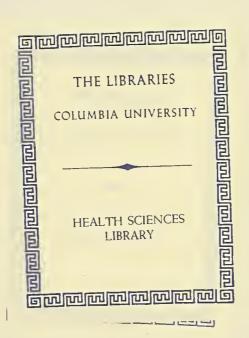


DENTAL COLUMBIAN 1966



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1966 DENTAL COLUMBIAN

COLUMBIA UNIVERSITY SCHOOL OF DENTAL AND ORAL SURGERY





Night Errant



Holey Grail

"... the dream of a multitude of dentists' chairs, hundreds of them in a space as enormous as an armory . . . drills lifted zigzag as insects' legs, and gas flames . . . a thundery gloom . . ."

 $Saul\ Bellow$



THOMAS W. PORTWAY, D.D.S. Associate Professor of Dentistry

B.S., Fordham, 1950 D.D.S., Columbia, 1956

DEDICATION

Our introduction was unexceptional; cool, dry, well metered, precise, more Bach than Black even. And we began to walk together, behind Virgil we walked in and through circles and on. That session grew to the trimester multiplied by three years divided by two summers leading to one end now in sight. Our class grew and that coolness grew warm and that dryness grew witty, and that meter grew mighty and that precision grew; and more.

Three years we walked together. We stomped Black and blue wax and bevels and bases and the path widened as the pace quickened and alongside of competence was room for friendship; an exchange of quiet and very dry humor and an earnest will to teach and learn. We walked and we talked, Dr. Portway and ourselves and for three years we shared in his knowledge and ability and interest and his presence. For these and for twenty-seven reasons more, the Class of 1966 dedicates this yearbook to you. . . .

Thomas W. Portway, D.D.S.



GRAYSON KIRK Ph. D., LL.D.

President of the University



GILBERT P. SMITH, D.D.S.

Professor of Dentistry Dean of Faculty Director, Division of Restorative Dentistry

Throughout your four years at Columbia, you have been exposed to one of the most complete curricula taught by one of the most competent staffs available in any dental school today. No school is able, nor does any profess to be able, to teach all that one must know about the practice of dentistry. Your dental education must continue after you are graduated and should continue as long as you find your interest in this profession. It is only through endless exposure to the new knowledge, ideas and techniques which are springing up daily in our profession that you may be totally competent to give the best service to your patients.

One of the best ways of accomplishing this objective is to maintain a close bond with the professional school which has given you the basis upon which you will build your future. In selecting the theme, "Newer Teaching Methods", for your yearbook, you have demonstrated that you are aware that your profession will grow in scope, that better techniques of imparting this knowledge to future neophytes is a necessity and that you must have a part in this growth.

With a new, modernly equipped physical plant for the dental school in prospect, the need for a vital and active alumni becomes imperative, and it is the younger graduates who can and should contribute the most. You must become active in support of your school so that it can realize its objectives and provide the basic dental education and the continuing education that the dental profession and you have a right to expect.

Great strides have been made at Columbia toward building the ideal professional school, and we have great confidence that the seeds which have been sown already, will blossom forth, transforming the school into a larger, better equipped institution, yet maintaining the same high standards of excellence in the curriculum which have produced the fine reputation which you carry into the professional world.

It is with great confidence that we of the faculty wish you, the Class of 1966, a future that will fulfill all of your hopes and a career which will give you the satisfaction of serving in a profession that contributes substantially to the health and happiness of mankind.

IN MEMORIAM



STEPHEN CARL BEUBE May 9, 1941—August 10, 1965

Steve's parents, Dr. and Mrs. Frank E. Beube, received the following letter on August 19, 1965 from a friend and classmate of Steve's, who knew him from age six, through elementary and high school. We feel that this letter expresses our feelings about Steve most explicitly.

"When we were in our last year of school, Steve took a liking to mime. He had a beautiful, lithe body, a dancer's body, a soccer-goalie's body, and he was proud of it. Once, in that spring of '59, we were together in the alley behind the school and I noticed Steve closely clenching and unclenching his fist, watching his fingers move. I asked what he was doing. "Watching a miracle," he said.

He said it simply, nothing grand about him. He had fallen in love with the poetry of Jacques Prevert for a while that spring—its straightforwardness and innocence was so akin to him. His feeling for nature was so strong: birds, flowers, grass, girls, everything enthralled him. He was graceful and handsome and fair. He was also boyish, childish. And at the same time he had a profound sense of himself, a seriousness that none of us had and all of us respected in Steve. He was never in a clique and it was a cliquish crowd. He never had an enemy, no, not for a day, because he never meant anyone harm. He was humble. A wonderful athlete, a natural athlete, he never swaggered, he never tried to reap the prestige everyone else was so preoccupied with in those days.

I don't remember much more—a bedroom with a slanted ceiling, birthday parties we looked forward to all year long, an immense scarf slung casually around his thin neck and shoulders, a wool cap, long bangs when we were ten and a crewcut when we were fifteen; I didn't know him well—maybe none of us did. He was a real loner in the good way, content within himself.

I don't write this as an attempt at consolation. To me his death was a tragedy that can't be eased, that can hardly be believed . . . God, he was so full of life! I'm glad I knew him. I will never forget his loveliness.

Fred Gardner August, 1965

IN MEMORIAM



MAX A. PLEASURE, D.D.S. June 12, 1903—December 5, 1965

Dr. Max A. Pleasure was born in Odessa, Russia on June 12, 1903. After attending Washington Square College, he was admitted to the University of Pennsylvania School of Dentistry from which he was graduated in 1928 as Valedictorian of his class. In 1941 Dr. Pleasure was awarded a Master of Science degree from the School of Public Health of Columbia University.

Dr. Pleasure's main interest in dentistry was in the field of complete dentures wherein he devoted many hours of research. His investigations included a study of wear patterns of teeth in hundreds of skulls at the American Museum of Natural History. His findings and conclusions were the basis of publications in which he advocated a reverse curve, sometimes known as the "Pleasure Curve," in order to increase the stability of lower dentures.

As a lecturer, Dr. Pleasure was constantly sought by dental societies throughout this country and abroad. An unusually keen mind and an unmatched wit were often coupled with delightful analogies, facilitating audience comprehension of difficult subject matter.

His talents and skills did not go unrecognized in organized dentistry. Dr. Pleasure was made a Diplomate of the American Board of Prosthodontics without examination. He was also made Active Fellow immediately after the Greater New York Academy of Prosthodontics was chartered. A few of the many organizations which also bestowed membership or fellowship include the American College of Dentists, the New York Academy of Dentistry, the Society of Sigma Xi, Omicron Kappa Upsilon and the American Prosthodontic Society.

Dr. Pleasure was also an avid reader and expecially loved the works of Shakespeare from which he quoted freely in lectures and conversation. His talents extended into photography, carpentry and gadgetry. Music was one of his great loves as attested by a superlative collection of records.

As a student at N.Y.U. and the University of Pennsylvania. Dr. Pleasure experienced disheartening and frustrating financial problems—at times endangering his student career. Remembering these struggles, he contributed generously to student loan funds at his alma mater and was instrumental in setting up a student loan fund at the Hebrew University in Israel, a project which was close to his heart.

It is with great sorrow that we record the passing of this exemplary man. He leaves behind a full life of which his wife Sadie and son Fred can be justly proud.



"The greatest! He told me I was the greatest!"



"You know, an apple a day . . ."



"Let's see; 25 Across . . ."

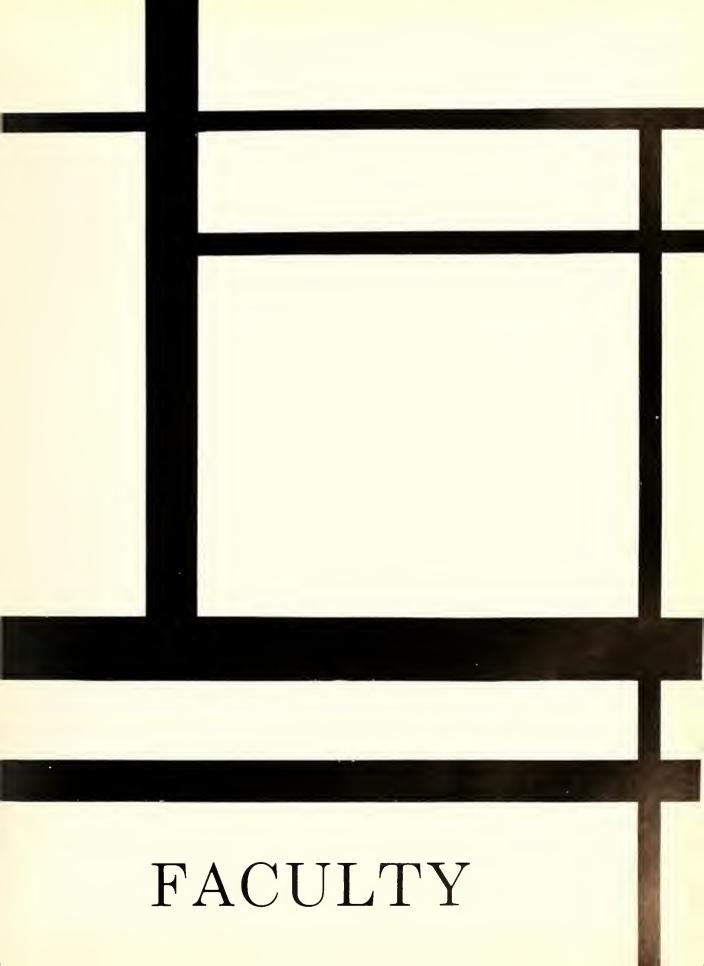


"I'll bet he's made over a thousand gold partials."



"Better resolder it."

"Better resolder it."





PROSTHODONTICS

JOHN J. LUCCA, A.B., D.D.S.

Professor of Dentistry

Director,

Division of Prosthodontics



Howard A. Arden D.D.S.



Victor S. Caronia D.D.S.



Sebastian A. Bruno D.D.S.



George W. Hindels D.D.S., M.D.



William Miller D.D.S.



Ennio L. Uccellani D.D.S.



Frank J. Cacciola D.D.S.



Joseph C, De Lisi D.D.S.

You, the Class of 1966, have been students during an unfortunate transition period of the Dental School at Columbia University. Our physical plant has been known to be inadequate for many years and, at long last, the University has pledged its full support, for a new building.

While all this is true, we are certain that you, as a group about to enter your chosen profession, will have little to regret for having selected Columbia to acquire your basic knowledge and skills. In all the phases of your training, you have been kept abreast of the changing concepts, techniques and materials in the practice of Dentistry. As to the actual teaching methods, it has long been recognized that individual instruction or small group seminars are the most effective method of learning. With the small size of our classes. we have been able to capitalize on this. An example is our weekly diagnosis and treatment planning seminars instituted last year, with four students, and instructors from different departments in attendance. These have elicited very favorable comments and will be expanded to utilize more time in the future.

Closed circuit television has been developed to a very great advantage in the past few years in the technique courses in restorative dentistry and necessarily to a lesser extent in step-by-step clinical procedures because of limited visibility.

Another advance is a better correlation with the various allied disciplines such as Periodontics and Oral Surgery which are so important to successful restorative procedures.

The training in Prosthodontics at Columbia should enable you to treat most of the problems of a restorative nature that you will face in practice. It is impossible to cover every situation, every appliance and every contingency. Your education, therefore, should be a continuing one throughout your entire professional career. It is our fervent hope that we have prepared you to read the literature with a critical, but open mind. Do not accept statements merely because they are in print, but rather analyze carefully the evidence presented upon which the conclusions are based.

On behalf of the staff of the Prosthodontic Section, it is my privilege to extend sincere congratulations to the Class upon completion of four arduous years of study, and to wish you all the success you so richly deserve.

John J. Lucca, D.D.S.



Edward P. Kesseler



Harry Shpuntoff D.D.S.



Joseph A. De Julia D.D.S.



Dale E. Hopp D.D.S.



Paul L. Lyons D.D.S.



Merill K. Gellis D.D.S.



John M. Scarola D.D.S.



OPERATIVE DENTISTRY

EDWARD A. CAIN, JR., D.D.S.

Professor of Dentistry

Director,

Division of Operative Dentistry



Herbert D. Ayers D.D.S.



Irvin L. Hunt, Jr. D.D.S.



Thomas W. Portway D.D.S.



William H. Silverstein D.D.S.



James W. Benfield D.D.S.



Stanilaw H. Brzustowicz D.D.S.



Kenneth C. Deesen D.D.S.



Joseph E. Fiasconaro D.D.S.

Through the years there have been constant changes in dental education in an attempt to have dentistry take its rightful place in the health sciences. The goal has now been reached, largely through the university status of this discipline and the integration of basic sciences and clinical courses in the curriculum. Equal distribution and importance in these areas seems to be the formula that will enable the faculty to prepare their students to practice their profession at the present time and be equipped to cope with the problems of the ever-changing future.

To accomplish this end, new methods of teaching had to be sought. Probably the two most important advances in the communication of ideas from the faculty to the students were the utilization of closed circuit television and close up intraoral photography. These two innovations have resulted in a more econo-

mic use of time and a more effective method of presenting material, a marked improvement in two of the most vital areas of dental education.

In Operative Dentistry, we have been able to reorganize the technic courses and consequently allow the student to gain more clinical experience. With the proper integration of the basic sciences and clinical sciences that you have received, you have been well prepared in the fundamentals. It is our earnest wish that you continue to develop yourselves throughout life on this sound foundation. For it is only through continued education that a man can mature in his profession.

The Operative Staff extends its congratulations to you on the completion of four years of study in your chosen profession and wishes you every happiness in the future.

Edward A. Cain, D.D.S.



Herbert P. Fritz D.D.S.



Steven Scrivani D.D.S.



Harold Sherman D.D.S.



Roy Boelstler D.D.S.



Robert W. Allenby



Russel R. Garofalo D.D.S.



George Rudensky D.D.S.



PERIODONTICS

FRANK E. BEUBE, L.D.S., D.D.S. Clinical Professor of Dentistry Director, Division of Periodontology



Charles L. Berman D.D.S.



Robert Gottsegen D.D.S.



Leonard Hirschfeld D.D.S.



Ellen N. Hosiosky D.M.D., D.D.S.



Melvin L. Morris M.A., D.D.S.



Seymour Algus D.D.S.



Norman H. Joondeph D.D.S.



Herbert I. Oshrain D.D.S.

During the past decade, many changing concepts in periodontology have been offered to the dental profession. The rate of change during these few years has probably been greater than in previous ten year periods. This is due, in part, to research and better understanding of of the common periodontal diseases, and the newer methods of treating them. Further evidence of progress is the recent publication of a book dealing only with advanced periodontal diseases. Heretofore, textson periodontology dealt primarily with all phases of periodontics.

Coincidentally there also have been changes in teaching methods. A significant contribution is the use of programming and teaching machines. According to David Cram, all "teaching machines" have three common characteristics: "1. They present information and require frequent response by the student. 2. They provide immediate feedback to the student, informing him whether his response is appropriate or not. 3. They allow the student to work individually and to adjust his own rate of progress to his own needs and capabilities."

In 1965, a self-instruction program was prepared by Varian Associates of Palo Alto, California, for teaching Gingivectomy-Gingivoplasty technic. It consists of four brief printed volumes, sixty-five colored slides, and a hand viewer. Part one deals with the "Introduction to Periodontology"; part two: "Indications and Contraindications for Gingivectomy-Gingivoplasty"; part three: "The Actual Surgery"; part four: "Diagrams."

This program, like all other "teaching machines," does not require of, nor is it desirable for, the student to read the pages consecutively, which is essential when reading the conventional textbook. Many pages will be bypassed by the reader because he may know the contents of these pages. This is possible by virtue of his ability to answer questions which are replete throughout the text. Thus self-testing is a major part of this program.

Dr. Perry A. Ratcliff, Chairman, Division of Periodontology, University of California School of Dentistry, compared this programmed self-instruction with the traditional lecture and demonstration on this subject. One-half of the third year dental class received the program material, and the other half received a traditional lecture with slides, and demonstration. Both groups were then tested, and the students in the programmed section attained higher grades than those in the conventional group.

It should not be concluded that "teaching machines" will always be the preferred method of instruction. Lectures, seminars, projection of slides, television and moving picture demonstrations are also good educational methods. Selection of the appropriate teaching method for varied circumstances is essential.

Frank E. Beube, D.D.S.



Murray Schwartz D.D.S.



Bernard H. Wasserman D.D.S.



Alvin D. Cedarbaum D.D.S.



P. Charles Gabriele D.D.S.



Albert Salkind D.D.S.



Bernard Telsey D.D.S.



Jack E. Chachkes D.D.S.



Richard E. Goldberg D.D.S.



Irving A. Karel D.D.S.



Ralph Kaslick D.D.S.



Ronald B. Odrich D.D.S.



Herman Cantor D.D.S.



ORAL SURGERY

RUDOLPH H. FRIEDRICH, D.D.S. William Carr Professor of Oral Surgery Director, Division of Oral Surgery



Louis J. Loscalzo D.D.S.



William J. Savoy D.D.S.



Theodore M. Bundrant D.D.S.



Louis Mandel D.D.S.



Julien W. Anderson D.D.S.



Harold D. Baurmash D.D.S.



Kourken Daglian D.D.S.



William Greenfield D.D.S.

To one who has heard or been involved in the dialogue of dental education, the evolving role of the hospital in the production and distribution of health care, its importance as a locus for clinical research in all of the health fields, its capability to attest the professional standards of its staff, its superiority as a proper environment for under-graduate and graduate clinical education and training in the total patient and team care concept, presages, for it, a continually expanding role in the education of the dentist.

The established commitment to a strong basic science foundation for dental education has produced a dynamic expansion in the number of dentists involved in basic science research, and teaching. This factor is also producing dentists who have the intellectual security to take their place in the hospital as effective members of the total science assault team to solve problems in the clinical management of disease.

The School of Dental and Oral Surgery has demonstrated its leadership in the development of an affiliated hospital program with eight hospitals. Through this affiliation, the school assists the hospitals to strengthen their dental services through the contribution of high academic standards and functions to their

predominantly service oriented programs. The school in turn benefits from the increased availability of clinical teaching and research facilities for undergraduate and graduate dental education. The hospitals will be able to strengthen their positive contribution to the dental and total health of the community by meeting the demand for realistic management of the welfare and other governmental dental care programs which are definitely ordained for the future. Through the cooperative action of the dental schools and hospitals the way may be paved for major contributions by government to the cost and facilities of dental education as well as the cost of producing and distributing dental care to those segments of the population for which it assumes the responsibility. The integration of dentistry with the rest of health education, research and care in the hospital signals the end of dentistry's isolation which has been the pattern of the past. The strength which dentistry will gain in this relationship will reinforce its capacity for professional responsibility and maintaining a viable professional patientdentist relationship in the fast changing social and economic pressures on our nation's health systems.

Rudolph H. Friedrich



Bertram Klatskin D.D.S.



George A. Minervini



Fred Rothenberg D.M.D., D.D.S.



Boaz Shattan D.D.S.



Salvatore A. Cordaro D.D.S.



Stanley S. Heller D.D.S.



Morton Jay Stern D.D.S.



Raymond F. Zambito D.D.S.



Martin Ames D.D.S.



Merwin Wolf D.D.S.



Daniel D. Schube D.D.S.

JOSEPH M. LEAVITT B.S., D.D.S. Director, Division of Endodontics

ENDODONTICS

The endodontic staff extends its sincere congratulations to the members of the class of 1966 on their graduation and wishes them a lifetime filled with success and satisfaction in the growing, ever-changing profession of Dentistry.

The past quarter century has seen the inexorable evolvement of Dentistry in the direction of increasing emphasis on principles and technics concerned with the retention of all important elements of the patient's dentition for the purposes of health, function and esthetics, and we are sure that in this modern age of so-called "Full Mouth Rehabilitation" with its high speed, full coverage and multisplinting technics, you will find Endodontics and increasingly valuable adjunct in your dental practice.

Its growing importance as an essential element of "Retentive Dentistry" can be pointed up by simply mentioning that during the past fifteen years, endodontic teaching time in the undergraduate curriculum has more than tripled, while the staff has grown from two general practitioners with an interest in endodontics to a present total of nine men, eight of whom are recognized specialists in the field.

It will be your function in practice to continually give to your patients the best that dentistry has to offer. Implicit in this is your obligation to constantly keep abreast of advances in your profession and, in the last analysis, to "do unto each patient what you would wish done unto yourself."

We wish you all the very best of luck in these endeavors.

Joseph M. Leavitt



Marvin Firdman D.D.S.



William Miller D.D.S.



Irving J. Naidorf D.D.S.



Gerald H. Besen D.D.S.



Howard I. Blum D.D.S.



Murray A. Cantor D.D.S.



S. Abel Moreinis D.D.S.



Howard B. Vogel D.D.S.

ORTHODONTICS

So much has been written about programmed instruction that the term "newer teaching methods" which you have selected as your theme, immediately calls this to mind. Programmed instruction has already proven its great value in general education and will undoubtedly play an even greater role in the future. So far these techniques have had only limited application in dental education and have been used largely in the teaching of theory. Laboratory or clinical work involving the practical application of theoretical principles is somewhat more difficult to program successfully.

Orthodontics at the undergraduate level constitutes one of the several "minor" subjects in which only a limited amount of the subject matter can be covered because of severe limitations of time. We constantly strive to use this limited time to best advantage, and some innovations are introduced each year.

Within recent years we have tried to expand the subject matter by assigning outside reading to supplement each lecture. These assignments are made the subject of short weekly quizzes to provide incentive and the opportunity for each student to demonstrate his capabilities and understanding in the subject. The addition of closed circuit television has allowed the treatment of one patient to be viewed by an entire class, and thus has afforded the student a wider experience which enables him to perform orthodontic services for his patients.

Nicholas A. DiSalvo



NICHOLAS A. DI SALVO B.S., D.D.S., Ph. D. Professor of Dentistry Director, Division of Orthodontics



Laszlo Schwartz D.D.S.



Henry I. Nahoum D.D.S.



Julius Tarshis D.D.S.



Charles M. Chayes D.D.S.



Walter G. Spengeman D.D.S.



Edward E. Teltsch D.D.S.



David Blistein D.D.S.



Monroe M. Gliedman D.D.S.



Richard Gliedman D.D.S.



Bert B. Schoeneman D.D.S.



STOMATOLOGY

EDWARD V. ZEGARELLI, A.B., M.S., D.D.S. Edwin S. Robinson Prof. of Dentistry Director, Division of Stomatology



Joseph A. Cuttita D.D.S. Prof. of Dentistry



Jack Budowsky D.D.S.



Austin H. Kutscher D.D.S.



Irwin D. Mandel D.D.S.



David Hendell D.D.S.



Mortimer Karmiol D.D.S.



John K. Lind D.D.S.



Robert F. Walsh D.D.S.



Herbert F. Silvers D.D.S.

Our faculty is confident that you, as a Columbia Graduate, will maintain, in your future professional life, the high and exacting standards which have been constantly used in our teaching clinics. We are certain also, that you will continue to develop your skills and enrich your knowledge, for it is through these means alone, that you will best be able to express your appreciation to your alma mater.

It is of little importance whether you become a general practitioner, specialist, teacher, or researcher, but it is of great importance what you use as a yard-stick for measuring success in your chosen field. Whether it be financial reward or satisfaction from a job well done, we of the Division of Stomatology wish much of this success to each of you.

Edward V. Zegarelli



Frances R. Karlan D.D.S.



Stanley M. Steinerman D.D.S.



Robert Crowley D.D.S.



Edward Zerden D.D.S.



Paul Kornfeld D.D.S.



Michael Z. Marder D.D.S.



Norman M. Roland D.D.S.



Joseph Ragosta D.D.S.



Robert N. Schiff D.D.S.



George Schnapp D.D.S.



Morton R. Schoenberg D.D.S.



Burton Weidman D.D.S,



Stephen Wotman D.D.S.



Paul Hoffman D.D,S,

SOLOMON N. ROSENSTEIN, B.S., D.D.S. Professor of Dentistry Director, Division of Pedodontics

PEDODONTICS

With the aid of dedicated research workers in a variety of biological disciplines, pediatrics has contributed greatly to reduction of infant mortality and extension of the life span through application of preventive measures. What the pediatrician has accomplished for medicine, the pedodontist can accomplish for dentistry. The dentist who provides care for children is in a most favorable position to apply preventive findings and procedures to prevent dental disease and other oral disorders in an age group which will benefit most. Auxiliary personnel can enhance the dentist's effectiveness in promoting this effort by meeting with large groups of children in schools to teach the proper home care procedures.

Prevention must be a major motivating factor in our professional thinking and practice and measures to accomplish its purpose must be incorporated into our everyday treatment planning for each child. Parents must also be made aware of the need for their cooperation. These measures, complemented by community-wide measures such as fluoridation, will set our young patients in the right direction with assurance that their dentitions will remain intact and normal throughout life. Through such accomplishment, too, will your professional satisfaction be greater.

Solomon N. Rosenstein



Bernard Nathanson D.D.S.



Arnold Rosenberg D.D.S.



Julian Schroff D.D.S.



William A. Verlin D.D.S.



Marc L. Berg D.D.S.



George Kiriakopoulos D.D.S.



Philip Kutner



Kenneth D. Levin D.D.S.



Lillian Bachman D.D.S.

PRECLINICAL SCIENCES



Wilfred M. Copenhaver Ph.D



Lester R. Cahn D.D.S.



Malcolm B. Carpenter Ph.D.



Harry M. Rose M.D.



Beatrice C. Seegal M.A., M.D.



Shih-Chun Wang M.D., Ph.D.



Edmund Applebaum D.D.S.



Shu Chien Ph.D.



Louis J. Cizek M.D.



Melvin L. Moss D.D.S., Ph.D.



Charles R. Noback M.S., Ph.D.



William W. Walcott Ph.D.



Arthur Bushel D.D.S., M.P.H.



Frederick G. Hoffman Ph.D.



Herbert J. Bartelstone D.D.S., Ph.D.



Robert J. Dellenback M.A., Ph.D.



Mero Nocenti M.S., Ph.D.



William M. Rogers Ph.D.



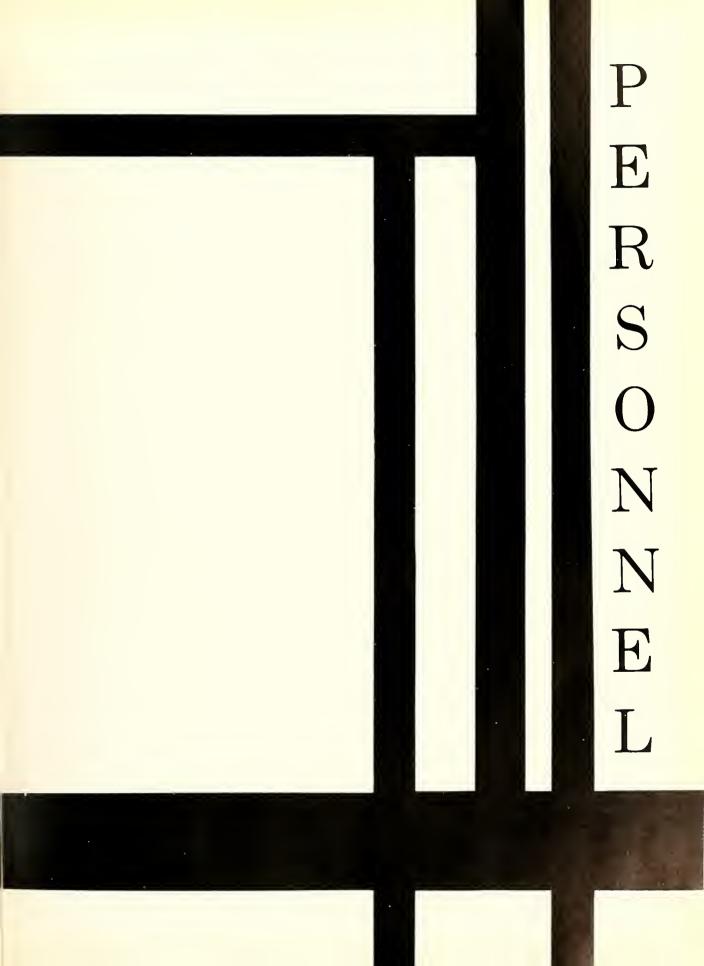
James P. Cattel M.D.



Robin M. Rankow D.D.S., M.D.



Curt Proskauer D.M.D.





Mrs. Florence V. Moore
Director of Clinic



Ida Parell



Grace Musterman



Josephine Duffy



Jane E. Hart



Ruth Burgos



Lillian Parry



Leticia M. Casillas



Dorothy Yetter



Ann Emerich



Grace C. Parry



Joan Muller



Joanne Lamas



Katherine Novell



Stephanie C. Ollander



Grace Sullivan



Mary E. Comeaux



Muriel Kubiak



Nora Carroll



Ida Pascocello



Kay Berberelly



Inge Roehrig



Marliese Roehrig



Marion Hankins



Hilda Arbona



Adele Lopez



Susan Loeb



Michael McGrath



William Gregory



Robert Wrong



Nicholas Vero



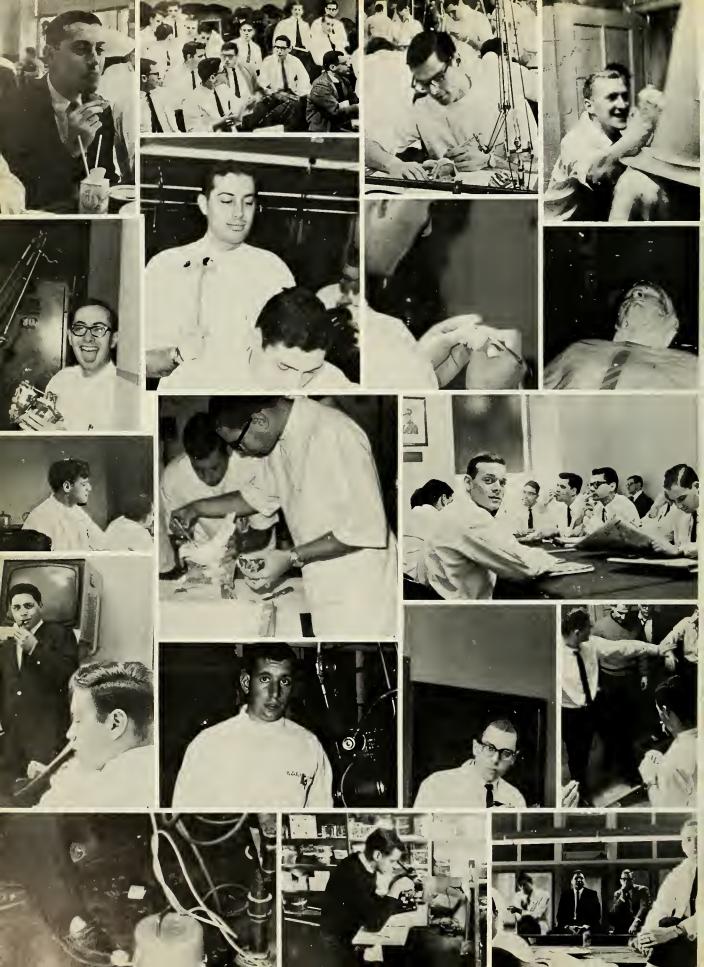
Albert Katona

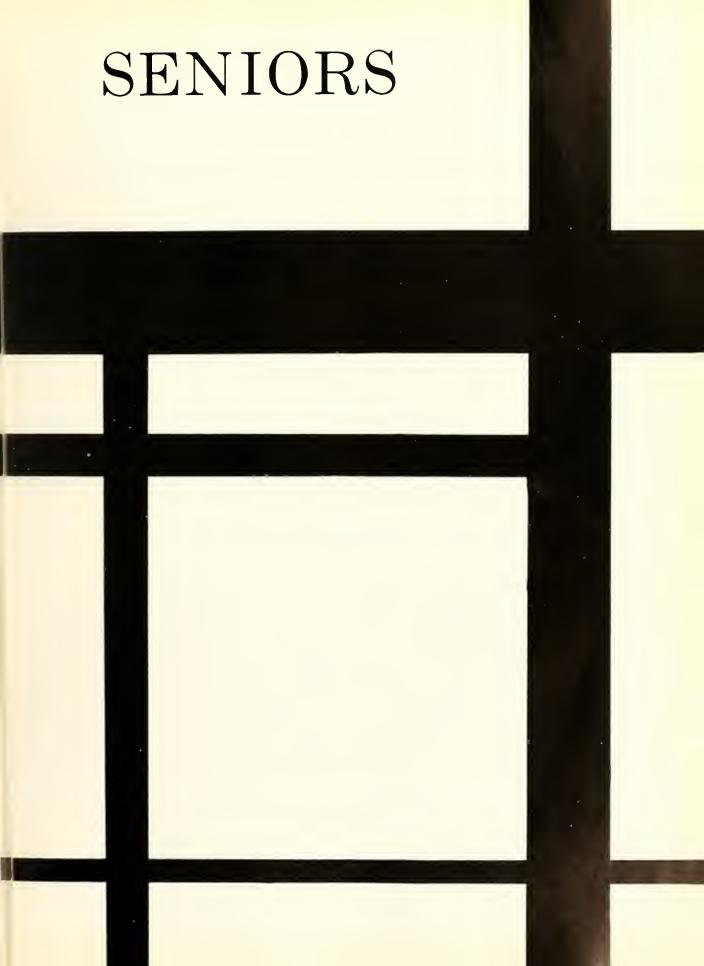


Luis Rojas



Cecilio Febles







Howard Begel

The robot gait and plastic smile with which Howie first walked into Anatomy Lab. are still very much there. So are the bounding optimism and always audible self-assurance. It is of slightly more than dubious credit that one seldom walks into a room without being aware of Howie's presence. Inspired by Dr. Louis Mandel and by his own ability, Howie will go on to an oral surgery internship following graduation.





Paul M. Brandoff

In our first two years, one could perceive the impending horror of an onrushing exam solely by the hue of Paul's pallor. Able to push the accelerator or the panic button with equal facility, his alert presence hides quietly behind an aimless and faraway-looking exterior. While he has the momentum, Paul will continue rotating for the next year through an internship in the New York City area.









Merwyn A. Carroll

With a quick sense of humor and a mysteriously infectious guffaw, "Mert" often helped us to see the brighter side of those first grim years. Then other mysteries cropped up. Has anyone seen a male patient in Merwyn's chair, and later, has anyone see Merwyn? Following a June wedding to Miss Merry Cuttita, the Carrolls will move into the Public Health Service for two years.





John E. Cinguina

Unperturbable, even in heated conversations, John simply leans forward, draws hard on a cigarette, says his say, smiles at what he likes and turns away from the rest. And to perfectly complement this even temperament and shy smile, a quiet disdain for all nonsense. To offset this serious appearance, John periodically turns up with a Trappist monk's haircut; perhaps a preamble to two years in the U. S. Army.









Robert Alan Corwin

Deriving conspicuous satisfaction from both the results of his laboratory work and the totals on his clinic work cards, Bob sports a chronic "cat that swallowed the canary" grin. As anchor man on the Pontics Friday night bowling team, Monday morning often brings loud choruses of "Anchors Aweigh." To continue his education during the next three years, Bob is seeking an internship in the U. S. Army.





Anthony J. Curinga

An amiable extrovert with a boyish grin, Anthony's popularity gained him both the presidency of Psi Omega and a three year tenure as our class president. An inveterate pipe-smoker and optimist, Tony is always there with a pat on the back—just as your solder begins to flow. After graduation, Anthony will spend two years in the U. S. Army and no longer will the 8th floor echo "Any you guys want jackets?"









Jose L. De Leon

The unimposing presence of a small frame gives little indication of the seasoned and sensible outlook that lies within. The father of two adorable girls (by his own admission), Jose has an indomitable gift of youth. For instance, his crown and bridgework certainly has not suffered from his cafeteria excursions into contours and anatomy. Following graduation Jose will spend another two years in the U. S. Army; hopefully overseas.





Robert Douglas

Always the first to ask questions and occasionally the first to answer them, electronics' gift to dentistry keeps even the dullest lecturer on his toes. If facts are not his strength, then theories are certainly not his weakness. With an inquisitive nature and a flair for the experimental, Bob has hopes of continuing in post-graduate orthodontia after two years in the armed forces.









Arnold D. Flam

"No kidding guys, this stuff is really interesting" can often be heard above the roar of the snores at the end of a lecture. A persistent do-gooder and worrier, Arnie early became the class mascot and the good-natured recipient of many of its pranks. Now sporting the fastest curette in the East (-ern end of the clinic), Arnie will move on to post-graduate periodontia.





John Garizio

The scholastic leader during our first two years, John has defied Dr. Moss' imprecations and has mixed his own plaster in clinic; and mixed it well. Keen, sure-footed and sharptongued on occasion, "Gar" has managed to remain aloof from most of the daily trivia and precisely calculate his way toward "greener" pastures. Next year will find John, his wife Stephanie and their new baby, in the U. S. Air Force.









Stuart M. Goldberg

Outwardly detached and serene, the first two years proved Stu to be, in reality, a fiercely intense and competitive person. Though an arid forehead and saintly patience on the clinic floor are not his hallmarks, his leadership and political ability gained Stu the helm of both the Honor Court and Alpha Omega fraternity. Stu will pursue his long-time goal of oral surgery with an internship following graduation.





Stephan Allan Goldstein

The "little guy" with the big voice, Steve manages to be there whenever something is happening, or something usually happens soon after he arrives. A frenetic personality who engages every pursuit with boundless excesses of energy and caustic regard, Steve is a firm believer in the adage that the squeaky wheel gets the oil. A two year visit with the U. S. Army will follow graduation.









Allen M. Greenberg

Conservative and logical by design, Allen's look-before-leaping philosophy eluded him long enough to earn him the first, and only, International Draznowsky award. Quick to challenge liberal and irrelevant statements with irrelevant and liberal dialectic, Al delights in playing percentages, poker and polemics. An adaptive person who early learned to convert the laboratory into a lunchroom and pontics into points, the next two years will find Allen adapting to the U.S. Army way.





Richard F. Jarmain

Unabashedly methodical, whether on the clinic floor or the tennis court, Richie has won the befuddled admiration of us all. An individual in the broadest sense, four years have proven to even the most skeptical that he is for real. Outside of school, Richard divides his time between Dr. Portway's office, where he works as an assistant, and Maxwell Hall, where he is his own boss.









Leon Kuropatwa

A direct descendant of the legendary Indian chieftain, Pulaski, Leon uses a lashing tongue and twinkling eye to an appealingly cynical advantage. Handling a no. 7 spatula about as effectively as his no. 7 hero handles a bat, it took a class fishing excursion to contain his usually boisterous boyish enthusiasm. If Leon plays his cards right, which seldom is the case, the next two years will find him out west with the U. S. Army.





M. Stephen Miller

Brilliant, dashing and gracious; none of these are true of the yearbook's modest literary editor. A moody person whose incisive sarcasm can destroy as quickly as his kind consideration can uplift, "Mills" set out to prove that the tongue is sharper than the sword-and found out neither could penetrate as fast as a carelessly used benchknite. Two years with the U. S. Army should quench Steve's patriotic thirst.









Frank W. Pandolfo

Powerfully built and manually adroit, Frank divides his time between prosthetics and more prosthetics. A no-nonsense type, the "Unit" spent a fortunately small part of his Junior summer realizing that Hospital Dentistry fit this category like a round condyle in a square fossa. Firmly believing that the discovery of America is the heritage of the prosthetics staff, Frank will defend this country for two years in the U. S. Air Force.





Richard H. Papp

Leaving the tribulations of clinic behind him, day's end finds Richard bolting with "dogged" enthusiasm toward Dr. Wang's laboratory. An outstanding student, whose refusal to procrastinate gained him class envy, Rich proved that the early bird gets more than the worm. A man on the move, who has traveled the far corners of the Bronx, Richard will take a rotating internship next year in the New York City area.









Paul Thorvald Rasmussen

Three years of meticulous and logical handling of all situations culminated with Paul's burning a bridge *ahead* of him. A tactful and patient person whose easy-going manner is betrayed only by his attempts to teach his fiancee, Joan, bridge, "Ras" can usually be counted on to say nothing at the right moment. Next year Paul and wife Joan will move westward where they will swim and ski with the U. S. Air Force.





Michael P. Romain

Tucked neatly behind an undersized smile and oversized glasses lies Mike's unassuming presence. Only three years ago his tape recorded physiology lectures helped most of the class face a second year; and that year it was his translations of bradycardia and acetylcholine from the Chinese. A reserved and helpful person who has demonstrated often that nice guys do not finish last, Mike will take a rotating internship next year.









Charles Sachs

All that glitters is gold and Chuck's operative cards prove it. A feverishly gesticulating individual who tackles difficult dental problems with a vengeance, "Bennie" has the rare ability of squeezing a drop of laughter out of an even hopelessly dry situation. Following graduation, Chuck will grab his limbo stick and head for another sort of limbo: two years with the U. S. Air Force.





Alan P. Schildkraut

A vocal sportsman who can talk a good bowling game as well as cry a bad poker hand, Al's good-natured defeatism has made him a natural target for well intended sarcasm. Quick to pursue inconsequential arguments with ardor, Al usually ends with, "Well, I really don't care." Alan's decisive nature will prevail, however, as next year he goes into the service, or into a general practice, or . . .









Gilbert Seidner

With a vocabulary ranging from "believe it" to hearty chuckles, Gil spent three years shedding everything, including hair, to become a streamlined edition of an early "fat-man" title. A shrewd operator in school, his leisure time is divided between the cave of the 2500-year-old brewmaster and the home of the three-year-olds. After graduation, Gil will begin an internship in oral surgery.





Leslie W. Seldin

An "Ivy" man who has climbed walls with the best of that species, Leslie's better points can be found on his crown and bridge card. With a persuasive personality that made him a natural as Editor-in-Chief of this yearbook, Les capitalized on a fine table-clinic to reach the even greener tables of Las Vegas. As expectant parents. Les and his wife Lynn will bring a touch of high society to the U. S. Army.









Ronald Sloane

More powerful than a loco motor, faster than his moving target patient, able to leap the valley of the Jolly Green Giant at a single bound, Ronnie, in the disguise of a dental student, resumes the fight for points and partials in a never-changing clinic. A sharp-witted figure, Ron's lingual facing astonished even avid believers in subtle esthetics. Ronnie will spend the next two years in the U.S. Air Force.





Norman B. Stoff

A most improbable person whose generous supply of "pixie" dust and Xerox copies carried him through the first three years, Norm needed something more substantial his fourth year and found it in a thoroughly likeable, though unlikely, personality. An avid cyclist and a quiet Romeo, "N" will divorce himself from the idyllic life after graduation for a two year stay with the U. S. Army.





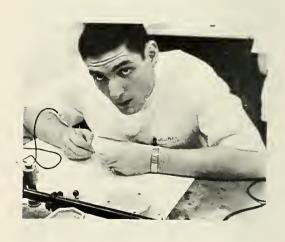




Kenneth H. Treitel

Totally unaffected, in spite of his academic achievements, Kenny began his fourth year with a new technique for removing full-mouth plaster impressions: with a saw. Eternally friendly and unpretentious, the class bachelor divides his leisure time between sports and athletics and Friday nights plays his traditional one-on-none basketball game, (which he has never lost). Next year will find Ken in the U. S. Air Force.





From the Mouths of Dentists. . .

Twelve Molar Acid

A dentist knows a cavity yet fills it with depravity for in his art he 'artless be not knowing high Greek tragedy.

He lacks a free imagination every thought's an operation mechanized with no sensation with his hands he tempts creation.

Yet he has some dim illusions faulty gums and malocclusions but by rote he seeks conclusions thought would only add confusion.

So beware when culture's flown and thought's supplanted by syndrome. Seek the seeds and see they're sown for man lives not by teeth alone.

M. S. Miller

I think that I shall never see The end of Pharmocology The endless lines in monstrous texts Of countless toxic side effects. (Sympatholytic alpha blockers Driving me right off my rocker) From "Arfonid" through to "Zactene" And all the drugs that lie between I contemplate them very sad And the prognosis looks quite bad. For half of them just don't prefer To cross my blood-brain barrier. But I think I've found the way To pass. Just "Drop back ten" and pray And hope that God, who made that tree Will conjure up a passing "C".

Robert Douglas

Reverie In Retrospect

If the office is my kingdom
Then the chair will be my throne
X-rays for my messengers will
Show me how my serfs have grown.

Page-Schayes handpiece for my sceptre Type-C gold will be my crown Novocaine in an injector For to put rebellion down. Robes of white will then adorn me as I fill my serfs with gold Those that move against my wishes Will wear bands, they're necks to hold.

As I survey all I've conquered Health and wealth my sole rewards I shall wonder long times after Why the Hell did I ever worry about taking those damn State Boards?

M.S.M.



Prologue

It was mid-morning when we entered. A large room on the tenth floor, high, bare-walls, stone floor, symmetrically arranged black-top tables, cradling ten of humanity's most magnanimous martyrs, brown, wrapped, dried and derelict. And an enormous-seeming walrusman, bellowing atop the raised proscenium. Monday morning seemed four years old when, as though forty-one tourista at a bullfight, we heard ". . .for as of this moment, gentlemen, you are approximately two weeks behind." Anxious guffaws, hard swallows, nervous disbelief and we shuffled to our slabs. The benediction delivered, faint fought off, we unwrapped the past, present and the future.

"Time past and time present are both perhaps present in time future, and time future contained in time past. If all time is eternally present All time is unredeemable."

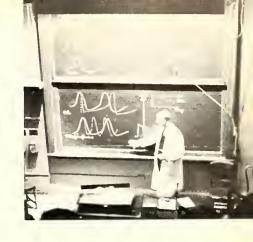
T. S. Eliot

So was the beginning for all; and the end for some.



Act One

Playing only an occasional second fiddle to eating, sleeping and breathing, Gross Anatomy rapidly became the fourth necessity of life. Red lists, blue lists, feeling what we could not see, and seeing what we really did not want to feel, barbers and streetcleaners, punting and teas, pizza under thorax and filthy khaki lab aprons, Darkness at Noon and Stalag 17 rolled into one, and more. But we learned our anatomy; a pinky in the gastro-epiploic foramen, Wolff's Law and the George Washington Bridge, "If there is anyone here who cannot name the branches of the external carotid artery, he ought to be out sweeping streets," a new reflex arc initiated by the tapping of chalk on the blackboard, two necks, three exams, one grade and infinite relief; mostly. By comparison, Histology gave us a chance to rest our neurotic skulls, if not our microscopic





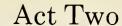
eyes and calibrated fingers. The Three Stooges reigned over late afternoon "grilling" sessions, during one of which Woocher discovered and named the heretofore mysterious "white spaces." In lecture, we huddled together in a corner of the huge amphitheatre and suffered together through the repetition of 640 Angstroms. After Christmas, the pulse-beat quickened. Dr. Eisenberg's enormously sad and cynical eyes ushered Biochemistry into our lives with enthusiastic reluctance. Essential amino acids and non-essential everything else, faked lab results and real lab grades, and Dr. Gillespie benevolently playing "I Spy." Physiology became our new Anatomy with a new vocabulary. Action potentials, vital capacity, conduction blocks and, pancreaX. The course itself became a law of all-or-nothing but if Physiology kept us guessing, Oral Microanatomy

barely kept us. We recorded our bird's-eye views in multi-colored crayon and found that there is a rotten apple in every bunch. Neuroanatomy never quite seemed like a course, Dr. Carpenter's monumental recitations designed to gnaw awed minds and Dr. Noback's spastic imitations notwithstanding. Finally, dentistry crept into our lives. Dental Materials was Keystone Kops chasing elusive eutectic points spiced by disappearing projection lights, telephone and students. We carved clay, we carved wax, and we spent days making our first Class I amalgam prep. Yes, dentistry crept into our lives, and, an embarrassed intruder, out again. For the name of the game was Basic Sciences. It was a year during which we strode with trepidation, but walk or crawl, those that made it to the registrar in September, had a right to smile.





and different role for the "factors," and coagulation became imagination. At their best, lectures were inspiring. At their worst, a disconcerting series of disconnected facts. Pharmocology, however, was king. Dynamic instructors broke the sound and, occasionally, language barriers to speed to us knowledge that was so long in learning, so easily forgotten. To overcome the disadvantage of having mortal reflexes, a tape recorder and mimeograph sheet system were employed. We saw Lexington on film and the heart-lung machine in person. We learned Dr. Wang's First Law: If you know nothing, don't make yourself conspicuous by wearing a moustache. On November 23 we heard all about heavy metals and cationic soaps. Tragedy magnified by travesty. When Pharmocology ended, spring began. It was only the beginning of March, but it was spring nonetheless. Meanwhile dentistry had crept back into our lives and showed signs that it was here to stay. We miscast our first inlays, took our first impressions of mixing bowls with too-fast-setting alginate, and queued up early at Mike McGrath's window for more ivorine teeth. Dental Materials came



Our second year began with a catatonic boom. the unholy trinity of Microbiology, Pharmocology and Pathology. Micro became the poor-man's Biochemistry; a chronic nemesis and low-grade threat. Drs. Harry-the-Rat, Check-on-Check, and Seagull conspired in some strange ways to make things easier for us, but all the time the worm kept turning. When the course ended, the cause continued and those who spent the late days of November mourning, had twelve hours to redeem themselves with a second final. When the purge was completed, we all conceded that never had so many known so little about so much. Pathology was up and down, mostly non-committal. We learned the inflammatory process and might have become experts on the blood clotting mechanism except that each lecturer found a different name





back for another try but again failed to teach us which way to face which chairs. In Radiology we learned that it is best to follow the instructions on the back of the machine and in Perio we learned that double-talk was not included on the lists of local and systemic irritants. We entered the clinic in mid-February, our Bard-Parker trays still scented with cardboard, our clinic coats very white with the red lettering still much too red. If we were allowed to take steps forward, the key words were not "may I?," but "I have finished my history." Histories, in fact, became history, as we bravely unfurled our typewritten questions, fumbled to find the light switch and even ventured to adjust the chair. Our technique courses continued and at about the time we felt ready to confront our first patients, summer came and another year had passed. We spread out again; some to the Catskills where the hills were alive with the sound of Muzak, some to Dr. Kutscher's office for a summer of research.

Act Three

Back from the hills and the streets we came, bandishing twenty-six gauge spears and rim-lock shields we came, dauntless and doubtful and debted we came. We had arrived, over the hump, down the rocky road, the beginning of the end. The Basic Sciences were nice to have visited but not many of us would have wanted to live there. Clinic was the word that challenged our confidence and whetted our appetites. Clinic! Say it and you were an upperclassman talking. You relished the sound, the feel of blue appointment cards, the little brown book from Ritter, the slight fading of red on the clinic jackets. But glory did not come easy. The first weeks were weeks of impression and rubber-dam applications with each other, charting and Class I amalgams. Our growth was slow and often painful, but we grew. We branched out on special assignments; Diagnosis, Oral Surgery, Endodontics. Many lectures were of greater interest than we anticipated and we looked for-





and pile up red-soaked sponges in our little brown paper bags. Rumors blew paranoiac about loss of accreditation but Dean Smith settled our doubts by proclaiming that we were to have a new school somewhere, sometime, somehow. . . . Pedodontics then quietly slipped in, mature ideas disguised as Captain Kangaroo and we spent eleven hours learning the basics of good flap technique. About the time we started making progress in Prosthetics, it was time for our second round of special assignments, and doubts about meeting our requirements, fired by cynical seniors, began creeping in. As the seasons oozed one into another, summer congealed; languid, sanguinous, ten o'clock mornings, summer. The seniors left and behind were those difficult cases that we had surrendered to their seniority. Now we were they, not seniors in name, but those to whom were assigned the cases that juniors could not handle. That first, frightened gulp gotten down, we rushed headlong into the hot, quiet summer clinic; filled with resolution for productivity, devoid of any doubt that this was IT.

ward to Tuesday mornings with Dr. Zegarelli. As we learned, we practiced, and practicing, we made mistakes and we learned. Orthodontics seemed designed to teach us just not quite enough to do anything useful beyond bending wires and soldering bands. But again we persevered and by the grace of Rocky Mountain, we saw the race for space transferred from newspaper headlines to our own clinic. Practice Administration stepped up on a folksy foot and turned pure boondock while Public Health remained for most of us, a phantom. Meanwhile, back at the clinic, points became the name of the game, and the rush to the Klondike was on. By Christmas, most of us had one set of dentures completed and were still looking for a C and B patient who would not disappoint. Clinical Stomatology Conferences gave us an opportunity to match wits with the seniors but it seemed you could not go too far wrong with Recurrent Ulcerative Stomatitis and Kenalog in Orabase. Dr. Beube would "Agree with you, Ed, but. . ." and Dr. Dutscher would put in a plug for the ill-fated DMSO. Perio clinic continued and we continued to scrape, escape taking histories





Act Four

August was a long weekend before September and now the red had sufficiently faded and the white had holes and rubber base smears and our Ritter books were green and we crossed the Jordan to the Eastern side of the clinic and we spoke of roundhouses and attachments and we sent cases out to the labs. It was a quiet metamorphosis but we walked straighter and ate lunch more often in the lab and gave out definitive opinions free and freely. Requirements, like Hydra, grew more disquieting heads but we could always find someone

worse off so we sharpened our explorers and we polished our trays, and rode on. In lecture, words often fell like Manna and we seperated into the cynical gourmets and the idealistic gourmands. Special assignments came and went and we found ways of filtering patients in, under, around and through. Our quiet progress often came as a noisy revelation. There were only twenty-seven of us together now and we realized how close a group we really were. Eating, bowling, partying, travelling, talking, helping, joking, arguing, and learning together. The realization came hard as we planned





our seperate steps down seperate roads. But there were still things to be done. Two weeks at Roosevelt Hospital exhilerated most and Dental Assistant Utilization was of more than passing interest. We had many fine guest lecturers and novel ideas charged the atmosphere like static electricity. The smaller facts of our senior year became obscured by the larger fact of IT. That we were able to now get saliva ejectors at the center desk was a small fact. That we were twenty-seven growing individuals was the large fact. And somewhere in between lies the history of our fourth year. Impossible to record but magnificent to experience.



Epilogue

It will be mid-morning when we enter. A small open area, watched by red-bricked buildings, paved in red brick, thick sky above and a slight breeze off the Hudson, squeezing its way across 116th Street into the partial enclosure. On the proscenium, a slim man, dark-suited, talking, peaceful persuasion, ideals, pursuits, goals, realizations, words, words, dark wrapped bodies, adenergic blockers, outline form, retention form, realizations, goals, pursuits, ideals. Reciprocity on the mind, innervation is reciprocal, state boards may not be, clasp arms should be. God damn, I'm a dentist; what am I doing sitting here.

"Time present and time past
Are both perhaps present in time future,
And time future contained in time past.
If all time is eternally present
All time is unredeemable."

T.S. Eliot

So will be the end for all; and the beginning for some.





"Actually, as a matter of fact . . ."



"Well, what do you think? . . ."



"Do you have a sharp explorer? . . ."

As the child grows, he responds and reacts with the responses and reactions he knows best; those of his parents. As he learns, he better understands this position and can better defend his inheritance. And as he meets and is assimilated, he grasps a standard.

Each of us has spent our entire senior year of prosthetics with one instructor and in gratitude to these men, The Class of 1966 has set apart this page. For as the child reacts and responds, understands and defends, each of us carries from the clinic our inheritance, an approach to prosthetic dentistry; diffused through the skin and the cortex that we know best, that instructor under whom we studied. His ideas and idiosyncracies, his techniques and his experience, this impression material and that impression tray.

Out of the eternal plastic flux of ideas, we have grasped a standard; a toehold on complexity, a retreat from failure, an outpost in the uncertain, terra firma. Many years gone and gratitude gone and solicitude gone and our standard durable. Our inheritance.

Thank you.



"Let's try raising the occlusal plane just a weeee bit . . ."



"Aside from its appearance, it looks quite nice..."

CLASSES

CLASS OF 1967



Seated: Donald K. Stammer-Vice-President, Brian Alpert-President. Standing: Michael J. Buffa-Student Council Representative, Albert L. Amundsen-Secretary-Treasurer, James R. Piano-Student Council Representative.

It was a proud day when 31 of us walked into Operative Clinic to face our first patient. We had come a long way. Suddenly we were clinicians. Of course things were different. The patient held the tooth but there were other problems . . . the rubber dam that took two hours to put on, the water spray that didn't, the sea of saliva, the thrashing tongue, and uppers . . . forget it.

In Prosthetics we entertained ourselves with full arch plasters, learned the wonders of rubber base, and burned our fingers with hot green stick. We knew there was no such thing as a hinge axis . . . Dr. Moss told us so . . . but we found it anyway. We found centric too. The class outdid themselves with porcelain jackets. The color and anatomy of most were only excelled by the marginal fit. Many of us were fortunate in adding an additional unit to our first bridges through the process of pulp out

. . . pulp cap . . . extraction.

The eight o'clock classes took some getting used to as did the myriad of quizzes. But it was different for now we spent our evenings in the library doing Surgery papers, abstracts, outlines, titles. Somehow we lived through it.

Assignments in Surgery (Clinic, that is) were welcomed by all. One of the more astute members of the Class felt this might be due to the absence of lab work. He may have a point. Regardless, there was usually a Junior class quorum present in the 8th floor lab every Tuesday and Thursday night.

Someone once said that the junior year was the country club year. Well, country club it wasn't, but it sure had Pharmo, Micro and Path beat. We look forward to next year . . . the last . . . and a return to rational 9 o'clock classes.



Seated: Melvyn S. Aronoff, Brian Alpert, Donald K. Stammer, Harvey R. Kalish. Standing: Mitchell G. Goldberg, Arnold Reisfeld, Stanley M. Kaplan, Albert L. Amundsen, Stanley J. Bartkow, Robert D. Miner, Joel M. Miller, John V. Donovan, Stephen E. Kaplan, Michael J. Buffa.

Seated: James R. Piano, Irwin B. Fink, Edward L. Hines, Morris Feder. Standing: Robert I. Howes, Jr., Gilbert R. Tabbot, Marshall L. Seidman, Ostap Tershakovec, Natale J. Giordano, Joseph J. D'Onofrio, Joseph A. Papa.





Seated: Thomas C. Tong, James C. Serles, Evans Flickinger, Norman W. Boyd. Standing: Robert A. Turano, Robert P. Renner, Charles J. Young, Laurence J. Levine, Alan S. Rosell, Michael E. Brisbin, Michael S. Apton, Alan L. Mintz, Quentin M. Murphy.

Seated: Marshall A. Polan, Steven A. Cohn, Charles A. Rogers, Alex G. Chomenko. Standing: Stephen R. Katz, Charles Wennogle, Richard A. Greenberg, Joel M. Friedman, Steven Y. Siegel, Jonathan B. Kameros, Steven I. Munk, Richard L. Scharf.



CLASS OF 1968



Seated: Jonathan B. Kameros-Secretary, James C. Serles-President, Stephen R. Katz-Vice-president, Standing: Charles A. Rogers-Treasurer, Steven I. Munk-Student Council Representative, Richard A. Greenberg-Student Council Representative.

Allow us once again to review the progress of the Class of 1968 through this, its second year in Dentistry.

One class must stand out from all others as a completely unique experience. I mean, of course, Gram stain, Petri dish and Innoculating loop 152. The lab held promise, but one was married, and the other too grandmotherly. It soon settled down to a consistent routine under the guidance of a certain doctor known as "The Thumb."

Naturally we were subjected to other courses. In pathology, we learned the principles of diagnosis. Most of the diagnoses were of fatal diseases that had already killed the patient. The lab had its moments though, recalling when Mr. Richard Stone elucidated the principle of fatal salpingitis in a 62 year old male. This was received with great delight by the class, but with somewhat less enthusiasm by the doctors in command. The curtain, too, came up again on Dental Materials. The curtain came down on Dental Materials.

Some of the more amusing memories of the second year began with our class president, James Serles, demonstrating his liberal Cal-

ifornia attitude with his sit-in in the little girls room. It was rumored, as you might recall, that Jim was seen with blushing cheeks. Then there was the shorter gentleman from the sunshine state, Professor Brisbin who always wanted to give guest lectures to the class in Neuroanatomy. Included in the memories was Marty Polan's recorded hit song. "Get Offa My Cloud." During 1965 there were also interesting research projects being carried on by two of our classmates in either Recombination, transduction, or transformation, each from their respective points of view, namely Mrs. Modarai and Mr. Chomenko. I'm sure all will remember the occasional visitation from the U.A.S.B.E. (Undependable Attending Student Before Exams) who shall remain nameless. Joel Friedman and his father were with us again as was the class comedian, none other than, S.S.S., known to many as "Slim Stevie

Inevitably the second year came to an end with the basic sciences being applied to our clinical experience, a new and most welcomed change for all.

CLASS OF 1969



Seated—Donald F. Snow-Secretary-Treasurer; Steven I. Fein,-Vice-President; Austin I. Mehrhof-President; Joseph L. Wasileski-Student Council Representative.

"Gentlemen, would you please come to the board." If anything marks the beginning of the Class of 1969, it is that sentence, spoken sometime during our first week of classes. Until that point, we were prepared for everything that had happened. We fully expected Dr. Moss to tell us that we were two weeks behind in anatomy, so it was no surprise when he told us that we were three weeks behind. We were ready for the "few words" that we would hear and the "few slides" that we would see. We were also ready for the rapid pace of Dr. Brandt's Histology lectures and laboratories. But, we were not ready to come to the board.

From that traumatic time onward, we discovered that the key to success was found in studying, a fact that quite a few of us seemed to have neglected during the years preceding

our arrival. Our pursuit of success led us past Cunningham to Pansky, Thorek, Woodburn, etc. who in turn led us through the fall of 1965.

The coming of 1966 found us somewhat scared, but ready for the things to come. We joyfully accepted the change in schedule which gave us the opportunity to study Physiology, Biochemistry, Neuroanatomy, Oral Histology and Restorative Dentistry all at the same time. We found that Ben Pansky could be replaced (by Gannong, and Selkurt) and we found that we could be replaced also.

In spite of the fact that the class of 1969 may not be the largest or smartest class to enter the School of Dental and Oral Surgery, we are confident that we will still be here when the time comes for us to graduate.



Seated: Marvin Berger, Allen B. Klein, Stephen R. Davis, Enos G. Eshelman; Standing: Donald F. Snow, Marvin Kaminsky, Allen J. Pintoff, Stephen R. Davis, Caswell A. Evans, Allen E. Russell, Ephraim E. Shulman.

Seated: Michael A. Rubin, Jack H. Goetz, Alan H. Brodsky, Austin I. Mehrhof, Michael J. Fidler; Standing: Robert K. Makino, Michael R. Fischetti, Ralph P. Guiduli, Peter Jankovich, Steven I. Fein, Charles F. Guelakis, David J. Zegarelli, Ralph C. Cicero, Roger B. Bowden, Donald M. Brown.





"Really, it was only a pinpoint exposure."



"女报 Good thing you're not going to be a doctor!!"



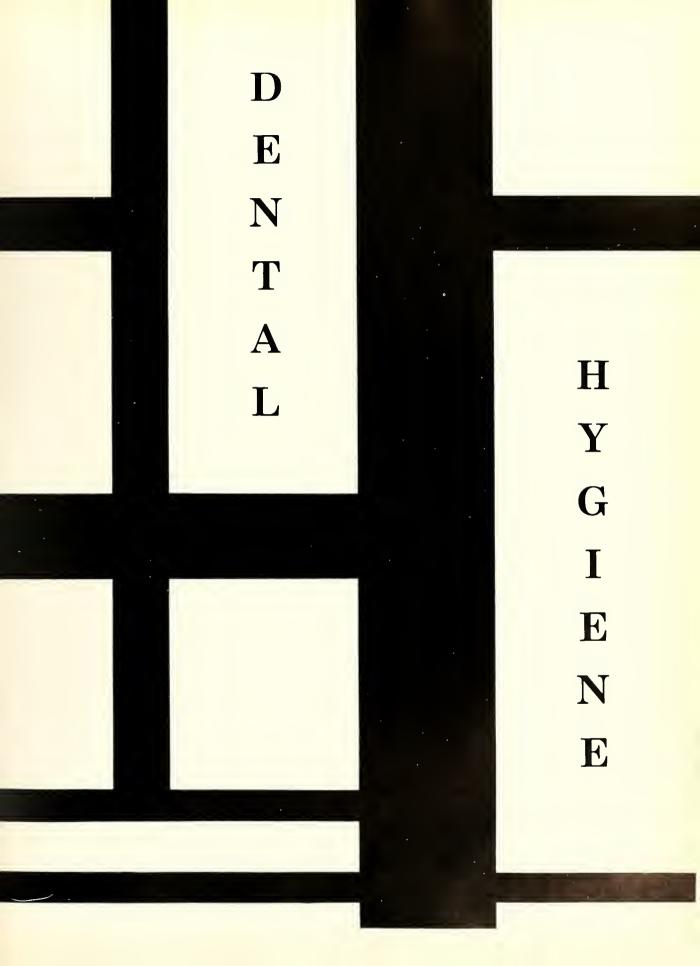
"Yes, doctor, I know there's a hole in the rubber dam."



"That's right; a roundhouse with two abutments, please."



"Where were you on the night of . . ."





Mrs. Patricia M. McLean Director of Dental Hygiene

Dental health is closely allied to general health, and because dental ill-health afflicts nearly the entire population, many methods of combating it are necessary. Modern dental education includes instruction in methods that stress all aspects of the prevention of dental disease and deformity, and provides training in the utilization of the services of all members of the dental health team: dentist, dental hygienist, dental assistant, and dental technician. This method of team practice, as a means of giving more efficient service to the patient, has gained wide acceptance over the last decade.

The dental hygienist plays an important part on this team since she is the only auxiliary licensed to work directly in the patient's mouth. Her duties consist primarily of preventive services that may, by virtue of the Dental Practice Acts, be assigned to her by the dentist. She serves the dentist as the nurse serves the physician. Under the direction of the dentist she can function as an administrator of a public health, school, hospital, or industrial dental clinic; she can work in many aspects of dental research and as an educator or administrator of a dental hygiene program.

In the belief that education means not only knowledge in a specific field but the sum of experience, the dental hygiene programs at Columbia are designed to encourage students to seek the widest possible variety of educational experiences. Small classes, close association with the faculty, and individualized instruction enable the student to attain the maximum in achievement.

Patricia M. McLean

FACULTY



Miss C. Merry Cuttita D.H.



Miss Linda R. Green D.H.



Miss Audrey R. Freier D.H.

MASTERS



Judith Boesel



Annice Burns



Margaret Ryan



Eileen Seiden



Nancy Sisty



Patricia Stearns

CLASS OF 1966

PROGRAM "A"



Mary Ann Atkinson



Sharon Gail Ziskis



Edna Catherine Yoder



Judith Faye Flax



Cecilia Whidden



Grace Ann Silverstein



Sheryl Kay Mazur



Isabella Leavy



Nancy Ellen Kolding



Carolyn M. James



Renee Arlene Jacobson



Julia Duncan



Mary T. Breton



Laurelyn L. Borst



Ruth Ann Whitney



Dorothea A. Schroeder



Willa I. Adelman

PROGRAM "B"



Harriet R. Glickman



Anita Carter



Ruth C. Heyse



Diane L. Kenngott



Rita C. Khouri



CLASS OF

Goldstein, Miss Carolyn Miya, Miss Jill Forester, Miss Tracy Lee Henry. Back row—Miss Nan Baker, Miss Katherine Coan, Miss Charlotte Bonfield, Miss Jeanette Parker, Miss Nancy Betaque.

PROGRAM B—Front row—Miss Allida Stauber, Miss Elizabeth Johnson, Miss Nancy Zimmerman, Miss Julia Wehrle, Miss Jill Landau. Back row—Miss Lenore Yalisove, Miss Tanya Rosen, Miss Gayle Snook, Miss Gloria Failla, Miss Jean Ferguson, Miss Sheila Keefe, Mrs. Sanaomi Mason, Miss Kathleen Ellegood, Miss Betty Ann Lathrop, Miss Barbara Savin.

1967



ACTIVITIES



Seated: Brian Alpert, Gilbert Seidner, Stuart M. Goldberg, Howard Begel. Standing: Paul M. Brandoff, Arnold Reisfeld, Leon Kuropatwa, Robert N. Douglas, Joel M. Friedman, Stephan A. Goldstein, Stanley M. Kaplan.

ALPHA OMEGA ETA CHAPTER

The objectives of the fraternity are expressed in its ideals of Fraternalism, Scholarship and Professionalism. Briefly, it endeavors to aid the individual in developing lasting worthwhile friendships, to impress upon its members the extreme importance of scholarship, and to inculcate in the dental student an appreciation of the high ideals and professional attitudes of Dentistry.

Based upon our objectives there exists a full comprehension of reason and right for our existence which facilitates the transference of these principles into productive achievements and highly rewards us with a sense of fulfillment of our destiny.

Throughout the years, the fratres of Alpha Omega have enhanced and augmented their justification for existence by the germination and fulfillment of a concept of public service.

Today Alpha Omega has reached but a threshold of a brilliant career. It is our sincere hope that the graduates of today, as well as those to follow will be able to maintain the high standards of Dentistry that will help produce a golden era that we and posterity will enjoy.

Stuart M. Goldberg, President



Scated: Joel M. Miller, Robert A. Corwin, Ronald L. Sloane, Charles R. Sachs, Standing: Gilbert R. Tabbot, Alan P. Schildkraut, Melvyn S. Aronoff, Marshall L. Seidman, Irwin B. Fink, Leslie W. Seldin, Morris Feder, M. Stephen Miller, Stephen R. Katz.

Seated: Irwin B. Fink-Vice-president, Stuart M. Goldberg-President, Howard Begel-Treasurer. Standing: Stephen R. Katz-Social Chairman, Brian Alpert-Pledgemaster, Gilbert Seidner-Program Chairman, Joel M. Miller-House Chairman, Morris Feder-Chaplain, Joel M. Friedman-Secretary.





Seated: Donald K. Stammer, Robert D. Miner, Anthony J. Curinga, Michael P. Romain. Standing: Jose L. De Leon, Norman W. Boyd, Ostap Tershakovec, Quentin M. Murphy, David M. Lynch, Frank W. Pandolfo, John E. Cinguina, James R. Piano.

PSI OMEGA GAMMA LAMBDA CHAPTER

Underclassmen often ask the purpose of joining a dental fraternity. They wish to know what they will gain. To these men the answer is not always clear, but to the brothers of Psi Omega, it is self evident.

Psi Omega strives to make its brothers better dentists. It does this first by helping them to be better men. Through fraternity loyalty and friendships the underclassmen develop into better men, men more prepared to live and work in the dental community. Psi Omega also provides an environment in which student meets practitioner and learns many of the stark realities of private practice. Our social functions provide an atmosphere where instructors and students mingle and bridge the often awkward gap which separates them.

Under the guidance of Doctors DeJulia and Zengo, Psi Omega has enjoyed another successful year. To these men, and to all others who have contributed to this success, we extend our heartfelt thanks.

Anthony J. Curinga Grand Master



Seated: Robert D. Miner-Junior Grand Master, Anthony J. Curinga Grand Master, John E. Cinguina-Treasurer. Standing: David M. Lynch-Pledgemaster, Donald K. Stammer-Jr. Secretary, Frank W. Pandolfo-Secretary, James R. Piano-Jr. Treasurer.









Standing: Arnold D. Flam, Robert I. Howes, Jr., Albert L. Amundsen, Paul T. Rasmussen, John E. Cinguina, Stephen E. Kaplan, Richard A. Greenberg, Richard H. Papp, Leslie W. Seldin, Stephen R. Katz, Gilbert R. Tabbot. Seated: Morris Feder, Leon Kuropatwa, Robert A. Corwin, Kenneth H. Treitel, Melvyn S. Aronoff.

WILLIAM JARVIE SOCIETY



Standing: Albert L. Amundsen—Secretary, Paul T. Rasmusson—Editor, Arnold D. Flam—Editor. Seated: Robert A. Corwin—Vice-President, Kenneth H. Treitel—President, Melvyn S. Aronoff—Treasurer.

The William Jarvie Society was founded at this school in 1920 through the efforts of Dr. William Gies and was named in honor of Dr. William Jarvie as a tribute to his unending interest in the promotion of dental research. The aim of the society is to sponsor and promote student interest in dental research.

Membership is open initially to the seven students of each class with the highest academic standing. Membership is based on interest in conducting research in dental or allied fields, past research or similar activities, academic standards and excellence of character.

Each member of the Jarvie Society is engaged in either individual research work, group research work, or group Jarvie projects. The projects include clinical, laboratory and library investigations. In addition, the members participate in the preparation of an abstract-type X journal sponsored by the society, reviewing articles appearing in the current medical literature which are of interest to the dentist. This journal is published quarterly under the title "Stomatology References—Current Medical Literature." The members are encouraged in all phases of research and are aided by advice and guidance from persons prominent in each field.



Seated: M. Stephen Miller-Literary Editor, Leslie W. Seldin-Editor-in-Chief, Howard Begel-Business Manager, Standing: Michael Romain-Photography Editor, Allen Greenberg-Business Manager, Robert Douglas-Photography Editor.

DENTAL COLUMBIAN

In an effort to minimize the confusion that plagued yearbooks in the past, a streamlined 1966 Dental Columbian staff, composed of six members, met with faculty advisor Dr. Victor Caronia, early in September. Four months blew by between that first meeting and the last deadline; months of flashbulbs, film, copy and cuts, cover, crop, typing and tearing, clicking, calling, and a new language; century schoolbook, pica, 8 point, bold face, and deadlines; one, two, three. Four months, and seven persons, one yearbook later and it is nearly time for the 1967 staff to assemble, and undo, redo, outdo, and prepare for 1968. Four months and seven persons, one yearbook; better spent and best past. Imbibe slowly: this is our best.



Dr. Victor Caronia Faculty Advisor



Seated: Robert Renner, Brian Alpert, Anthony J. Curinga, James C. Serles. Standing: Michael Buffa, Stuart Goldberg, Steven I. Munk, Joseph L. Wasileski, Richard A. Greenberg, Leslie W. Seldin, Jose L. De Leon, James R. Piano.

STUDENT COUNCIL

Despite the small student body and intimate student-faculty relationships present here at Columbia, the student council is a necessary and useful part of the student government. The student council provides a forum to which problems of individuals or individual classes are presented, discussed, and when possible, solved.

Student council projects in the last few years have ranged from procuring saliva ejectors for the clinic, to the establishment of an honor code and its supervisory honor committee.

The aim of the student council, as stated in its constitution, is to maintain a degree of excellence unsurpassed by any school in the nation. To this the members of the student council dedicate their endeavors.

Anthony J. Curinga President



Seated: Leslie W. Seldin—President, Joseph A. Papa—Vice-Pres., Howard A Rakov—Secretary, Robert P. Renner—Treasurer.

STUDENT DENTAL ASSOCIATION

The Student Dental Association of Columbia University is the largest student organization in the school with all of the students participating in its program. The objectives of the association are to foster the attitudes, actions and behavior of professionalism by promoting the dental profession. Its program is one which attempts to expose the dental student to different aspects of the dental world and thereby better prepare him for his entrance into it.

In the past few years the Student Dental Association has had some difficulties in finding its true role in the student's routine, and its activities had deteriorated to only its major role, that of sponsoring and organizing the annual Student Clinic Day. This year, however, the Student Dental Association began to expand its activities and assume its correct role as the major student organization which should act as spokesman for the student body. In this endeavor, a luncheon and tour of the school was held for those officials and workers in the Roosevelt Hospital who have devoted so much time and effort into our clerkship program there.

The Clinic Day this year was again followed by the annual dinner, hut in this case it was run completely by the Student Dental Association in an attempt to better orient this dinner toward the student interest.

These events, we hope, are but a beginning of a new role for the Student Dental Association here at Columbia, and it is with confidence that we turn the responsibility over to those who will follow us into the dental world.



Left to right: Roger Bowden, Ephraim Shulman, Robert Turano, Richard Scharf, Stuart Goldberg, Michael Buffa, M. Stephen Miller, Robert Howes.

HONOR COURT

At the suggestion of the President of Columbia University, and by unanimous approval by our student body, an academic honor system was established in November, 1963. A committee composed of two members from each class was elected by the individual classes. After examining several existing honor codes of other institutions, the committee drafted a constitution which delineated the expected protocol, the violations of academic honesty, the treatment of any violations, and the selection of the Honor Board.

The committee resolved: "The ethical conduct of the class is the responsibility of the class as a whole, and ultimately this responsibility for the conduct of the group devolves upon each individual member."

The original constitution was enacted in September, 1964. However, it was amended for the academic year commencing in September, 1965 to clarify some of its inherent deficiencies.

After one full year of operation, and judging from the number of violations reported and the attitude of the faculty, the Honor Code in time will assert its proper place in the tradition of Columbia. Many feel that the Honor Code is an integral adjunct in our education as personal integrity is one of the cornerstones of professionalism.

OMICRON KAPPA UPSILON

EPSILON EPSILON CHAPTER



Clifford L. Whitman, D.D.S.

President



Austin H. Kutscher, D.D.S. Vice-President





Joseph A. Cuttita, D.D.S. Secretary-Treasurer

The movement to organize Omicron Kappa Upsilon had its inception with the class of 1914 at Northwestern University Dental School. Under the leadership of Dean G.V. Black, a committee was formed whose purpose was to organize and found a National honorary Greek letter fraternity.

This new idea had tremendous appeal and received widespread approval from dental schools in this country and in Canada. The Columbia University Chapter, Epsilon Epsilon, was granted a charter as the twenty-ninth component chapter in 1934. Today there are approximately fifty-five chapters.

The admission to membership in this national fraternity is made on the basis of

professional maturity and integrity, as well as the attainment of outstanding achievement during the four years of dental education.

May we first of all congratulate the members elected this year, and then to the class of 1966, may we extend our best wishes for a lifetime of professional success and happiness. It is our sincere hope that the high standards you have been taught and the principles that guided the inception of Omicron Kappa Upsilon in 1914 will be your guides in your practice of Dentistry in the future.

Joseph A. Cuttita Secretary-Treasurer Epsilon Epsilon Chapter

DENTAL WIVES CLUB





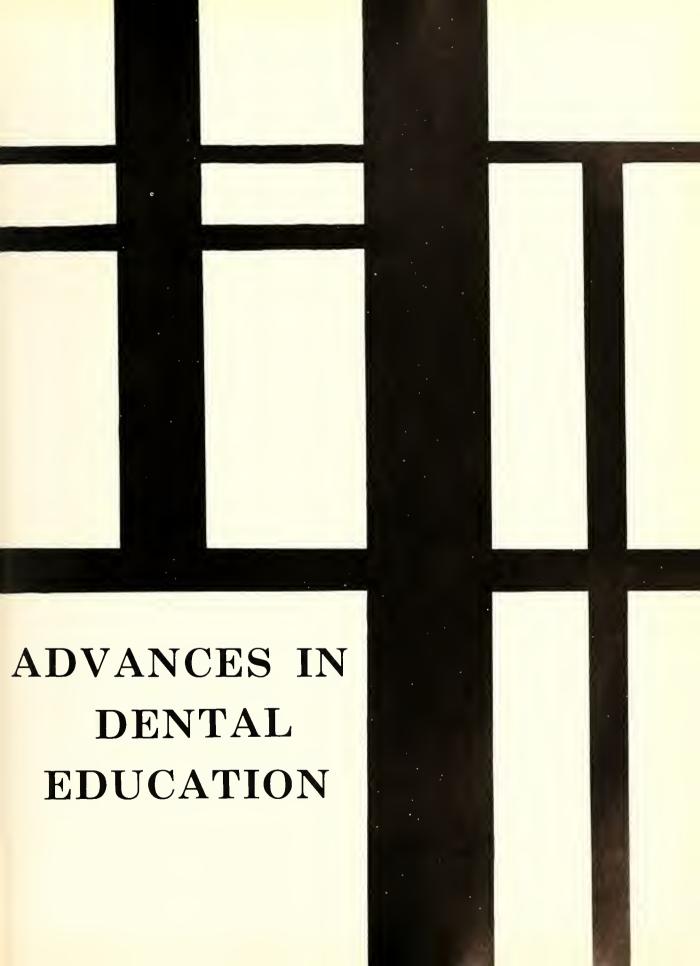


The Dental Wives and Fiancees Club opened this year with another highly successful Dessert Party. On hand to greet new members were veteran club members plus wives of recent graduates and faculty, including our club advisor Mrs. Gilbert P. Smith.

Monthly meetings were delayed for a time as wives succumbed to the Con Edison blackout and then to the New York Transit strike. With these crises over, attendance once again picked up and we were back on our feet with charity projects, beauty consultations and demonstrations, lectures on prenatal care and home decorating.

For the dental wives, this year has passed rapidly and enjoyably and our senior members anxiously await the presentation of their hard-earned degrees of D.D.S., Doctor's Deserving Spouse, and Ph.T., Putting Hubby Through.

Club officers: Marie Pandolfo—president
Virginia Miner—vice-president
Carol Stammer—secretary-treasurer





DENTAL AUXILIARY UTILIZATION

George L. O'Grady, A.B., D.D.S. Assistant Professor of Dentistry

The Dental Auxiliary Utilization Program established at Columbia University in 1962 represents a part of the dental curriculum required for accreditation by the Council on Dental Education of the American Dental Association. The program objective is aimed at training the dental student, through practical application, to the need for, and value of, effective office practice management. At the School of Dental and Oral Surgery, this objective is carried out in a dental office suite simulating the latest in office efficiency.

The "D.A.U. Program," as it has come to be called, is unique for many reasons. It provides the dental student with a ready-made laboratory in which to apply concepts engendered in patient and practice management lectures; it provides him with the opportunity of working in an office set-up designed to save steps and energy and increase dental services, an opportunity to learn first-hand the importance of time-motion concepts, an opportunity to function as a member of the dental health team with greater understanding and appreciation of the services of the dental hygienist, dental assistant, laboratory technician and secretary, an opportunity to learn the need for proper record and recall maintenance, tray systems, cabinet and drawer indexing, and efficient use and maintenance of supplies and equipment.

The inauguration of this program at Columbia is another in the continuing series of joint efforts on the part of the administration, faculty, and students to improve curriculum utility.

George L. O'Grady, D.D.S.

ROOSEVELT HOSPITAL DENTAL CLERKSHIP



Andrew M. Linz, D.D.S., M.S. Assistant Clinical Professor of Dentistry

Three years ago, the School of Dental and Oral Surgery, in conjunction with the administration of the Roosevelt Hospital, instituted a unique program to enhance the education of its senior dental students. The program involved a two week clinical clerkship in which the students would come in pairs and be intensively exposed to the hospital environment and its relationship with the hospital dental service. The program met with unqualified success and has been imitated by other institutions throughout the country.

This year, the Class of 1966 served their clerkship and became familiar with the various departments of The Roosevelt Hospital and their functions. They learned and performed emergency service, operating room technique, X-ray diagnosis, and consultation procedure. But most important, they became aware of and faced the responsibility inherent in the dentist's role as an authority in one of the health specialties. With the accelerated growth of dental internships and hospital connected dentistry, and the probability that such training will eventually become mandatory in the dental, as it has in the medical, profession, the Class of 1966 has had a preview of what may lie ahead for dentists and dentistry.

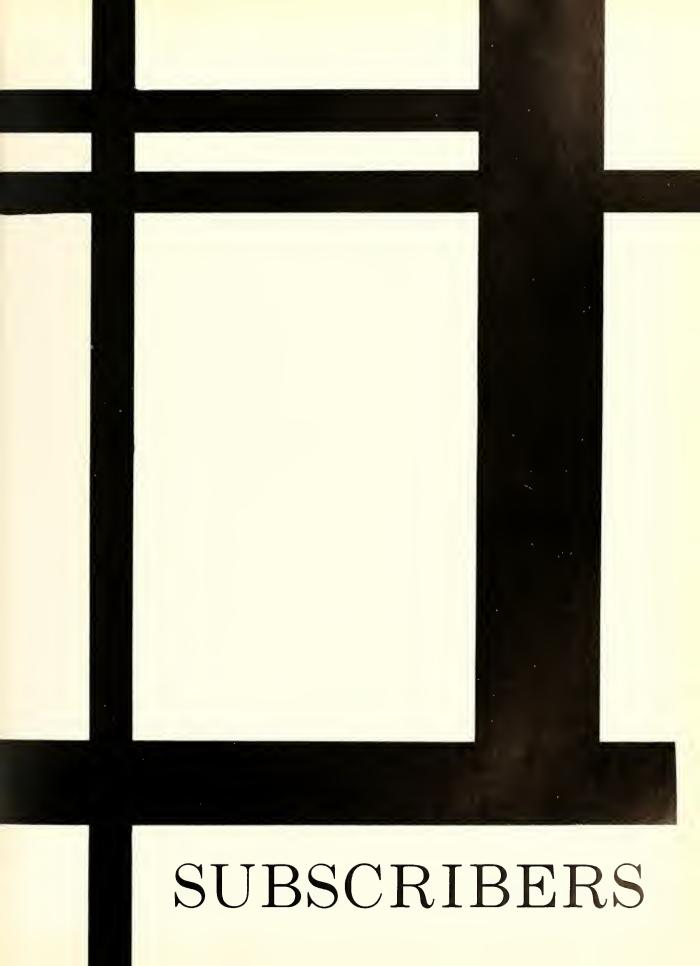
The ever expanding services of hospital dentistry have necessitated the recruitment of more auxiliary personnel to free the doctor from increase administrative work. The most suitable person for these administrative duties would be one who is familiar with all aspects of dental health, the dental hygienist. To this end, an additional program at the Roosevelt Hospital was begun this year to afford the graduate dental hygienist a first hand view of hospital services and techniques. Coming to Roosevelt singly for a month at a time, the hygienists observed the workings of the various departments and participated as they were needed. The program was warmly received by both the hygienists and the hospital staff.

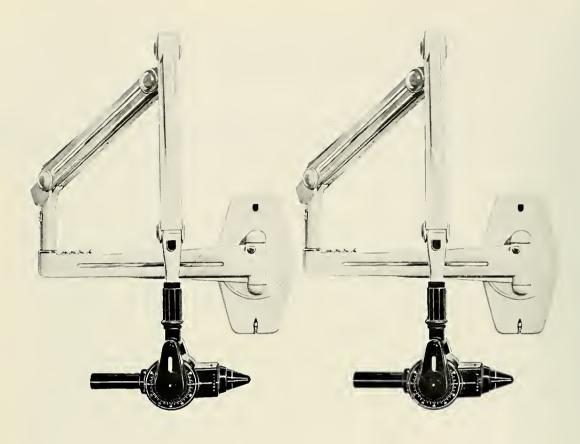
It is to the credit of both the Roosevelt Hospital and the School of Dental and Oral Surgery that these farsighted efforts in dental education have met with such success.



"Where shall I begin, please your majesty?"... Begin at the beginning ... and go on till you come to the end: then stop.

Lewis Carroll





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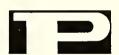
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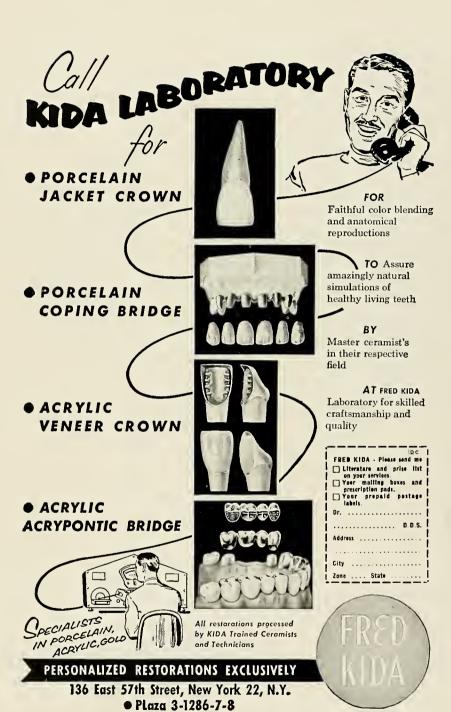
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